Staplehurst School

Behaviour & Discipline Policy

	Date
Policy reviewed and ratified by Headteacher	November 2023
Date Governing Body delegated authority to the Headteacher	May 2016
Policy to be next reviewed	Autumn Term 2024

Contents

Introduction

Vision Statement/Rationale:

At Staplehurst School our overall aim is to create a happy school where children come first, where they are encouraged to learn in a creative and encouraging atmosphere and where their self-esteem is consistently promoted.

- We will enable children to make informed choices and decisions and take responsibility for the consequences of their actions.
- All children will be encouraged to take appropriate responsibility for managing their own behaviour and learning so that they develop PRIDE (Positivity, Respect, Independence, Determination and Excellence) values.
- This policy is to be interpreted as the guiding principles by which behaviour and discipline is managed in the school.
- In certain cases, and taking in to account the protected characteristics of the child concerned, the policy may be modified.

Aims

- To ensure a whole school approach to the management of behaviour which is used by all the staff in the school – teaching and non-teaching.
- All children clearly understand, and are fully aware of, the values and expectations of Staplehurst School, including the reward systems and sanctions.
- All adults in the school should model PRIDE values.
- To ensure that parents know what our school policy is and how it will affect their children.
- To provide good peer role models showing consideration and respect for each other.

Principles

- Every child is entitled to learn in a secure and caring environment.
- Every member of our school community must earn the respect of others.
- A positive learning environment will be created for all involved in the school community.

Responsibility

At Staplehurst School it is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. As a school, we look for reasons to explain negative behaviour and support the child by giving them strategies to help change this.

Discipline is not control but direction, leadership and guidance and is firmly grounded in mutual respect.

Guidance

Behaviour and Discipline in Schools Advice; Preventing and Tackling Bullying, Keeping Children Safe in Education, and Childnet's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools and supporting documents; Protecting Children from Radicalisation: the prevent duty guidance for schools; Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.

Behaviour Expectations

At Staplehurst School o**ur expectations are that parents will help us to ensure that all pupils will:**

• Arrive at school on time between 8.35am and 8.45am and go straight into class. Staff are on hand to supervise children as they walk round to their class.
• Stay outside of the blue gates until 8.35 a.m. except with express permission from a member of staff.
• Take pride in wearing their school uniform which is to include appropriate black school shoes and tucked in shirts. No jewellery is permitted except one plain ear stud in each ear, watches and medical warning bracelets or necklaces. No nail varnish, make up or gelled, spiky hair.
• Remember to have appropriate kit in school on class PE/swimming days.
• All items of clothing will be clearly named.
• No toys or balls should be brought into school. A ball will be provided by the school where appropriate.
• Morning break time snack – fruit or vegetables only.
• No chewing gum or sweets in school.
• Litter to be placed in the bin.
• No mobile phones, or technical devices e.g. Fitbit or smart devices (Years 5 and 6 may bring a mobile 'phone to school, but must hand in on arrival; this will be stored securely by a responsible adult.)

School values - PRIDE

At Staplehurst School we all agree to live by our school values of PRIDE: **Positivity, Respect, Independence, Determination and Excellence.**

PRIDE values:

a) to believe in ourselves and be **positive**
b) to be **respectful** and treat others as they would like to be treated.
c) to show **independence**, by taking responsibility for our own actions and learning.
d) to be **determined** to always do our best and try our hardest.
e) to strive to be **excellent** in everything we do

Posters of these values are displayed in central areas around the school and discussed frequently in class and at assemblies.

Behavioural Objectives

Behavioural objectives are approached through three styles of discipline:

• **Preventative discipline** - Positive procedure that emphasises and rewards good behaviour, instead of looking for and punishing bad behaviour.
• **Corrective discipline** – Techniques that could help to alter behaviour.
• **Supportive discipline** – Encouragement and emotional help to inform future behaviour choices.

Preventative Discipline

• Classroom organisation, including the displayed classroom rules.

• Communication of clear expectations in a manner which is appropriate for the target audience.

• An environment in which there is mutual respect and which raises self-esteem.

• Differentiated tasks.

• School values displayed clearly around the school.

• **STAR** behaviours – **S**it on your seat properly. **T**rack the speaker when they are talking. **A**sk questions at the appropriate time. **R**espond appropriately to questions and prompts.

Rewards

Whole School Approach

To promote our PRIDE values, PRIDE points will be awarded to children. These will link to our team house colours and the winning team will be announced in celebration assembly each week. In class children receive individual pride points linked to effort which is rewarded weekly with playtime incentives.

Other Rewards

In addition to whole school rewards, teachers may also use other reward systems in their classrooms. Some of these could include:

• Adults congratulate and praise verbally.

• Certificates – given out in Friday celebration assemblies.

• PRIDE points – Winning house announced in Friday celebration assemblies.

• PRIDE afternoons – When a certain number of points has been reached, children have a celebratory afternoon at the end of the 2nd , 4th and 6th terms.

Corrective Discipline

Use of planned strategies in addition to quality first instructional teaching:

• Tactical ignoring of one-off low-level attention-seeking behaviour incidents.

• Giving simple directions clearly and firmly, briefly stating the behaviour required.

• Positive reinforcement.

• Checking a child's understanding.

• Rule reminders: We have a rule for that. Use it, thank you.

• Questioning: "What are you doing?" Await response. "What should you be doing?" Await response. Each time, the child is required to answer the question.

• Defusing the situations using appropriate humour, **not sarcasm**.

• Blocking arguments the pupil may raise.

• Giving simple choices i.e. "If you choose to continue talking, then you choose to move."

• Diversion tactics e.g. "May I see your work?"

• Isolation from peers within the classroom.

• Removal from class (if procedures have been followed).

• Sanctions

Sanctions

The sanctions link in with our positive behaviour management strategies and helping the children to understand that their actions have consequences. All sanctions should be 'age and stage' appropriate to ensure that children are disciplined for bad behaviour in a fair way.

The unwanted behaviours have been categorised into five main bands and can be found in Appendix 1 for KS1 & KS2 and Appendix 2 for EY. Sanctions for each band have been identified and will be applied both inside and outside the classroom. In addition, they will be applied while children are on or off site e.g. day trips, residential, breakfast and after-school clubs, trips or during a managed move situation at another school site or setting.

Lunchtime/ Break Time-out (Reflection)

Each time a child is placed in Reflection the teacher/TA will log their misdemeanours immediately on CPOMS. If the incident is "band 3", they will be sent to the Phase Leader and their parents will be contacted by telephone. If a child receives **three** Reflections in a term, they will be sent to the Assistant/ Deputy Headteacher or Headteacher and a parents will be invited in for a meeting to discuss their child's behaviour. SLT will monitor and analyse Reflections given on a termly basis to ensure consistency across the school and that actions taken are working to improve behaviour.

Lunchtime Behaviour

Rewards

To promote polite and positive behaviour on the playground and in the dining hall

- Top table awards will be allocated each week in celebration assembly. One child in each year group will be chosen by the lunchtime staff, to sit with a friend of their choice at Top Table. This will be set with a tablecloth and squash will be served instead of water.

Sanctions

- First offence will result in a verbal warning from the supervisor on duty.
- Second offence will result in a five minute time-out on the playground. This class teacher will be informed and the incident will be recorded on CPOMS.
- Third offence will result in the child being sent immediately to a phase leader for reflection.

More serious offences (e.g. any form of violence, racist or homophobic remarks) and the child will be sent to reflection immediately and the Deputy Headteacher will be informed. Parents will be contacted by telephone explaining what has happened and the subsequent sanctions. This may be followed up with a letter.

Breakfast and Afterschool Club

To promote polite and positive behaviour in wraparound care.

- Pride points will be awarded as appropriate.

Sanctions

- First offence will result in a verbal warning form the wrap around staff.
- Second office will result in a five-minute time out in a quiet supervised space. A member of senior staff will be informed, and the incident recorded on CPOMS.
- Third offence will result in the child being sent to the phase leader for reflection.

More serious offences (e,g, any form of violence, racist or homophobic remarks) and the child will be sent to relflection and the Deputy Headteacher will be informed. Parents will be contacted by telephone explaining what has happened and the subsequent sanctions. This may be followed by a latter to parents.

Off Site Education
Children are expected to adhere to behaviour expectations and policy while off site e.g. day trips, residential trips and or while on a managed move to a host school or setting.

Anti- Bullying

In line with our school vision we are committed to providing a caring, friendly and safe environment for all members of our school community so that they can learn and work in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** If bullying does occur, everybody should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell someone who can help.

Our commitment to mutual respect and understanding is underpinned by 3 main principles:

- That no one deserves to be a victim of bullying.
- That everybody has the right to be treated with respect.
- That people who are bullying need to learn different ways of behaving.

We at Staplehurst School understand our responsibility to respond promptly and effectively to issues of bullying.

What Is Bullying?

- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- **Sexual bullying: child on child abuse; sexual violence and harassment**
  Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges.
  It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
  As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):

  - Bullying related to race, religion, faith and belief and for those without faith

  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND) o Bullying related to sexual orientation (homophobic/biphobic bullying) o Gender based bullying, including transphobic bullying

  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- Through our behaviour and SMSC policies, we aim to improve understanding for bullied pupils as well as bullies and challenge attitudes about bullying behaviour.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven or accompanied to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- repeatedly feels ill in the mornings
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- has a desire to remain with adults
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- wets the bed
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- frequently has possessions "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reasons for being bullied

- race/gender background
- being a new child/adult in a school
- being a child/adult with a family crisis
- disability
- timid children/adults who may be on the edge or outside a peer group
- a child experiencing difficulties with their learning or an adult experiencing difficulties with their work
- sexual orientation or gender reassignment
- physical characteristics or differences
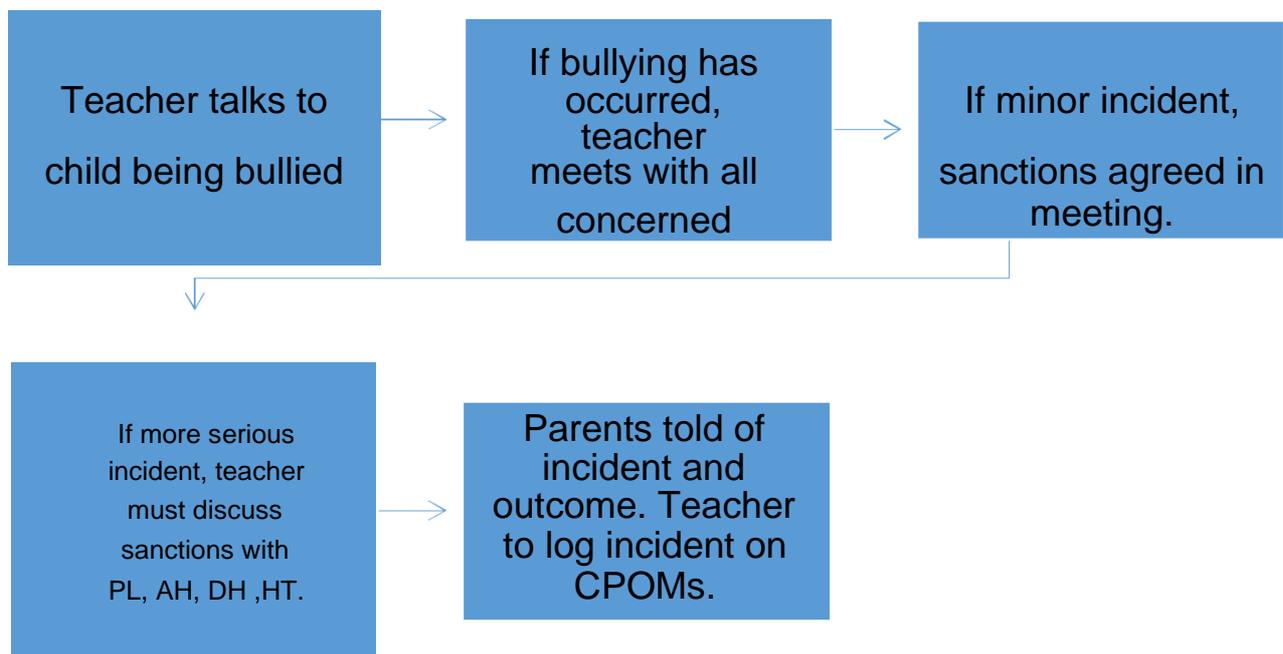
Reasons for being a bully

- being a victim of bullying or violence themselves, either at school or at home
- enjoyment of power and/or creating fear
- not being allowed to show their feelings
- not being able to show their feelings

- copying behaviour at home or on television
- being unhappy/self-hating
- being insecure and lacking self-esteem

General statements about bullying
- some victims are also bullies
- some victims are treated as culprits
- on lookers who do not help to stop bullying are condoning this behaviour and becoming part of the cycle.

Procedure for dealing with reported incidents of bullying

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  Teacher talks   │ ───▶ │  If bullying has │ ───▶ │ If minor incident,│
│       to         │      │     occurred,    │      │                  │
│ child being      │      │     teacher      │      │ sanctions agreed │
│   bullied        │      │   meets with all │      │   in meeting.    │
│                  │      │     concerned    │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
        │                                                    │
        ▼                                                    
┌──────────────────┐      ┌──────────────────┐
│ If more serious  │      │  Parents told of │
│ incident, teacher│ ───▶ │   incident and   │
│ must discuss     │      │ outcome. Teacher │
│ sanctions with   │      │  to log incident │
│ PL, AH, DH ,HT.  │      │    on CPOMs.     │
└──────────────────┘      └──────────────────┘
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1. If a child discloses that he/she or someone they know is being bullied the class teacher must be told immediately.
2. The class teacher will talk to the child on a 1:1 basis to investigate a) whether they are distressed about any bullying issues and b) what the symptoms of any bullying may be.
3. If the teacher believes there has been an instance of bullying then they must log the incident on CPOMs. The purpose of this is to ensure that all instances of bullying are recorded and reported appropriately.
4. The teacher should arrange to meet with all the children concerned ASAP and notify any other appropriate teaching staff. The DSL will be informed of all bullying issues where there are safeguarding concerns.
5. Every person in the meeting will have an opportunity to talk and discussions should be focussed on finding a solution and stopping the bullying from reoccurring. Teachers or other adults will aim to help pupils find their own solutions to the personal disagreement. Any minor sanction which is deemed appropriate by the teacher(s) present may be agreed at the end of this meeting.
6. Bullies will be asked to genuinely apologise, take responsibility for their actions and accept any sanctions or consequences which may be brought to bear as a result of their behaviour. An attempt will be made to help the bully (bullies) change their behaviour.
7. Once all information has been gathered and the meeting concluded, the outcome can be logged on CPOMs.
8. The parents should be informed by the most appropriate means. They must be told of the incident, the meeting with the children and what the agreed outcome has been. They must be given a chance to respond and come into the school to discuss any concerns.

9. The children who have been spoken to will be informally monitored. Lunchtime staff will be notified so that they know to be vigilant during lunch time and break. They must report any concerns to the child's class teacher or TA in written form e.g. CPOMs incident logged.
10. If a more serious or prolonged incident(s) of bullying has occurred the matter must be discussed by the class teacher with the Headteacher and/or the Deputy Headteacher, and/or the Assistant Head for Inclusion and an appropriate course of action implemented.
11. The parents of all children involved should be invited in to discuss the matter with the Headteacher. If this is declined, then the Headteacher should write to the parents of the children involved and advise them of what has happened and what course of action will be implemented. The letter should also advise the parents of likely subsequent action if the bullying occurs again.
12. It is vital that the punishment for bullying is not only a fair reflection of the incident and its severity, but also is 'age and stage appropriate'. The class teacher and the Headteacher will remain fair to all children involved and ensure that all influencing factors are taken into account when deciding upon an appropriate course of action.
13. The most likely course of action for a minor incident is a period in Reflection, but more serious incidents, or reoccurring incidents, could lead to an internal or fixed term suspension or even permanent exclusion in the most severe incidents.
14. SLT will monitor all the incidents logged on CPOMs and will report their findings to the Safeguarding Link Governor once a term.

Control Methods

- We at Staplehurst School use the curriculum to increase everyone's awareness of bullying and to help them to develop strategies to combat it. This is presented through SMSC activities, role play, assemblies and Circle Time.

- We use discussion and role play to explore issues related to bullying and to give individuals confidence in dealing with bullying.

- We discuss inclusion at assemblies to ensure that the children are reminded, in a positive way, that the school has high expectations of their behaviour.

- Our school values reflect the school's attitudes towards being respectful and kind towards each other.

Useful Links & Organisations & other policies

See Appendix 3

Searching and Confiscation

The School follows the DfE's guidance on Searching and Confiscation.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
    a. knives and weapons
    b. alcohol
    c. illegal drugs
    d. stolen items
    e. tobacco and cigarette papers
    f. fireworks
    g. pornographic images
    h. any article that has been, or is likely to be, used to commit an offence , cause personal injury or damage to property
    i. any item banned by the school rules which has been identified in the rules as an item which may be searched for.

    The legislation sets out what must be done with prohibited items found as a result of a search.

The Use of Suspension

The School follows Kent's Suspension Guidance for Schools and Governors and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England.

There are three types of suspension that a school may use:
- Permanent – The pupil will not return to the school.
- Fixed term – This is a temporary suspension which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.
- Lunchtime - Fixed-term suspension where the pupil is excluded from the school premises for one or more lunchtimes.

Only the Headteacher can exclude a pupil. If the Headteacher is absent, the power rests with the Deputy Head who should make it clear that they are acting in the Headteacher's absence. The Headteacher will follow the procedures set out in law and statutory guidance, which are designed to ensure fairness and openness in the handling of suspensions.

For all permanent exclusions, or suspensions that, alone or in conjunction with previous suspensions, take the pupil's total number of days out of school above 15 for a term, the Governing Board must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension or permanent exclusion.

The following parties must be invited to a meeting of the governing board and allowed to make representations or share information:

• parents (and, where requested, a representative or friend);

• depending on the age of the child, the pupil;

• the headteacher;

• a representative of the local authority (in the case of a maintained school or PRU);

• the child's social worker if the pupil has one; and

• the VSH if the child is LAC.

If the Governors Disciplinary Committee uphold the decision to suspend or exclude permanently, parents have the right of appeal to an Independent Review Panel set up by the LA. Following its review, the Panel can decide to:

• uphold the governing board's decision not to reinstate;

• recommend that the governing board reconsiders reinstatement; or

• quash the governing board's decision and direct that the governing board reconsiders reinstatement.

Managing the Angry Child

Anger is a reaction to something which can be either real or perceived. We need to be working with children to help them to find ways of dealing with their feelings of anger.

Many teachers are infuriated by the sense of powerlessness that difficult pupils create by their resistant behaviour. We need to acknowledge that we cannot make a pupil do anything. We can direct, restate, ask, encourage or challenge, but the more we use traditional teacher force, the more we lose face, contact, temper.

When dealing with an angry child there are a range of strategies that we should be using, as appropriate and taking into account the protected characteristics of the child concerned, in order to calm the situation:

• tone of voice to calm the situation - keep the heat down and avoid a power struggle

• pace of speech – slow down your speech

• physical space – ensure that you give the child enough space so as not to feel crowded

• distraction to defuse the situation

• slow breathing – encourage the child to breathe slowly – the '5 finger breathing' technique is useful.

• use of a sense of humour - if the adult knows the child well

• acknowledgement of the child's anger - use the emotion to explain how the other party feels

• working towards non-aggressive solutions

• giving choices and seeking to maximise face-saving

• thinking about what you are saying so that you do not back either yourself or the child into a corner

• calling in a third party.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

Schools cannot use force as a punishment.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items (see **Search & Confiscation**). Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

The use of **any** degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Use of Reasonable Force in this School

The physical management of behaviour is seen as the last line of alternative strategies. Strategies detailed in the section about the angry child should be used first. Only when it is clear that none of these will have the effect of defusing the situation should a physical strategy be used. Reasonable adjustments will be made for pupils with SEN & Disability.

The School will follow the DfE's guidance on the Use of Reasonable Force in Schools. A member of staff may use reasonable force to:

• Prevent a pupil behaving in a way that disrupts a school trip or visit;
• Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
• Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
• Restrain a pupil at risk of harming themselves through physical outbursts

All physical contact must be rooted in the need to restore safety, and carried out in an atmosphere of calm sensitivity and respect for the individual.

Should physical intervention prove necessary, detailed contemporaneous written reports of incidents must be kept, which describe the events that led up to the physical intervention, the precise nature of the intervention, and the consequences. Parents should be informed. A meeting should be held as soon as possible to discuss the incident and to plan how the pupil's behaviour will be managed in future to avoid the necessity for physical

intervention.

When a pupil's challenging behaviour can no longer be contained, in an environment that is positive and safe for all, the issues of care and control will be discussed with the pupil's parents and the School will draw up a **Positive Handling Plan** detailing the pupil's triggers, behaviours and behaviour management strategies. This Plan will be communicated to all members of staff involved in the management of the pupil.

Acceptance of Behaviour & Discipline Policy

It is the responsibility of all members of the school community – teaching and non-teaching staff, parents, pupils and governors, to work towards the school aims. Pupil and parental acceptance of this policy and its guidelines form part of a separate Home/School agreement.

School Safeguarding Policies (to be read and followed alongside this document)

- Safeguarding policy
- Online Safety Policy
- Allegations of Abuse Against Staff
- Whistleblowing Policy
- Health and Safety Policy
- Confidentiality Policy
- School Visitors Policy
- Equality Policy

Monitoring and Review

All school staff should have access to this policy and will have the opportunity to consider and discuss any significant changes to the contents. This policy will be formally reviewed every two years or amended in the light of any new information and guidance which becomes available in the meantime.

Appendix 1 – For years 1-6

When consulting the information below it is vital that staff, parents, pupils and governors are mindful that all punishments should consistently be 'age and stage' appropriate for all types of behaviour exhibited and with reference to associated school policies; for sexualised behaviour we refer to the traffic light tool kit and appropriate steps taken within the context of the situation. The discretion of the Headteacher is of paramount importance in ensuring that all those involved are treated fairly and with full understanding and knowledge of the facts and any contributory factors. The information below should be used as a guide, especially for the higher bands when the Headteacher may need to consult with other parties before reaching a decision on the most appropriate course of action.

Band 1 - Behaviour

These behaviours are dealt with by the class teacher.

- Teasing or name calling.
- Interrupting teacher or adult.
- Avoiding work.
- Wasting time.
- Restricting other pupils' learning opportunities.
- Cheekiness.
- Inadvertently swearing.
- Making inappropriate noises.
- Talking when you are supposed to be listening.
- Not following class rules.
- Calling out
- Wandering about classroom
- Running in the school building
- Not putting hand up to talk
- Interrupting other pupils
- Ignoring minor instructions
- Silly noises/Minor Annoyances
- Pushing in the line
- Talking during silent work
- Minor Playground Incidents
- Wearing of non-uniform items
- Bringing in toys, trading cards etc.

Band 1 Sanctions

To be applied in the following order:

1. The adult gives a verbal warning.

2. The adult will write the child's name on the board as a warning.

3. The adult will put a tick against the child's name – the child will lose five minutes from the next break. Incident will be recorded on CPOMS.

Band 2 - Behaviour
- Repeated band 1 behaviours
- Spitting on the floor.
- Using swear words deliberately.
- Arguing with adults.
- Abuse of school or other people's property.
- Throwing objects in anger.
- Rudeness to adults.
- Lying.
- Persistent refusal to follow instructions.
- Allowing others to access the school network by sharing user names and passwords.
- Attempting to access the school network using another pupil/staff account.
- Corrupting or deliberately destroying the data of other users.
- Accidentally accessing offensive or pornographic material and failing to report the incident.

Band 2 Sanctions
An automatic one break or lunchtime Reflection logged on CPOMs. Phase leader informed and incident logged on CPOMS. Parents informed by class teacher and or phase leader.

Band 3 - Serious behaviour
- Repeated band 2 behaviours
- Cumulative disruptive behaviour.
- Vandalism/ Graffiti
- Spitting at someone.
- Deliberately hitting, kicking or striking another person.
- Fighting.
- Swearing at staff or pupils.
- Racial or Homophobic abuse.
- Persistent Bullying.
- Running out of class and the school building.
- Biting.
- Stealing other people's property.
- Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature.
- Deliberate actions that could bring the school into disrepute or breach the integrity of the ethos of the school.
- Using proxy sites or other means to subvert the school's filtering system.
- Deliberately accessing offensive or pornographic material.
- Bringing into school/in possession of a prohibited item
- Knowingly receiving a transmission of material that infringes the copyright of another person or infringes the Data Protection Act.
- Deliberately accessing or trying to access material that could be considered illegal.
- Continued infringements of the e-safety policy, following band 1 or band 2 warnings/sanctions.
- Health and Safety of individual child, other children or staff is an issue.

Band 3 Sanctions
The child will be sent straight to the Assistant/Deputy Headteacher. There will be automatic loss of up to three lunchtimes in Reflection or if required an internal suspension. If the child receives 3 reflections in a term they will be put on a behaviour report card, reporting to a member of SLT 3 x per day for a fixed term. Parents will be contacted by the headteacher informing them that a repeat of this or similar behaviour could result in a period of fixed suspension. The incident will be logged on CPOMs.

Band 4 - Very serious behaviour
- Repeated Band 3 behaviours
- Violent aggressive behaviour e.g. throwing furniture, breaking equipment, hitting or punching another child or member of staff.
- Leaving the school site.
- Repeated persistent bullying after parental involvement.
- Stealing school property.
- Repeatedly leaving the classroom without permission (absconding)
- Fighting in the classroom
- More serious playground incidents/fighting
- Serious fighting & intentional physical harm to other children
- Throwing large dangerous objects
- Serious challenge to authority
- Verbal abuse/swearing to any staff or parent/carer
- Bringing the school into disrepute e.g. on public transport, road, use of social media and technology • Vandalism/Graffiti
- Stealing
- Persistent bullying
- Racist incidents
- Truancy
- Bringing into school/in possession a prohibited item
- Malicious or inappropriate use of new technologies (see also acceptable use of Internet policy)

Band 4 Sanctions
The child will be sent straight to the Headteacher, whereupon the Headteacher will call the child's parents and request them to come and collect the child from school. The Headteacher will then decide about an internal suspension or a fixed period of suspension. A letter will inform parents of the decision and the appropriate LEA Agencies will also be informed. During this time, it may be appropriate to set up a system of support for the child and parents. A meeting may be held which would involve the child and parents. A contract between the school, child and parent would be drawn up, clearly defining the roles of everyone involved. A review date would be set to monitor progress and support. The child's voice is recorded onto CPOMS with their view of the incident. After a period of suspension, the child and parents will be expected to attend a 'return to school' interview with the Headteacher and class teacher to help identify a way forward. In the case of a child leaving the school site, staff will not follow the child but will call the police immediately.

Band 5 - Extreme behaviour

Persistent repeat of Band 4 and/or

- Deliberate and extreme verbal or physical abuse of staff or pupils.
- Deliberate and consistent abuse of buildings/property.

Band 5 Sanctions
Extreme behaviours can result in an automatic and permanent exclusion.

Appendix 2: EYFS Statutory Framework

Welfare Requirement: Section 3 Managing behaviour paragraphs: 3.50, 3.51, 3.52

Behaviour Management Policy

The EYFS behaviour management policy has been written to ensure the needs of the youngest children are met. It is our aim that positive strategies are used to manage all children's behaviour. Every child is unique; developing at different rates therefore strategies deployed with staff will vary from child to child. However, there are also overarching, consistent strategies used for a whole class approach. All staff are responsible for the behaviour of all children and EYFS staff model, support and provide opportunities for children to practise their social skills.

Aims
- Ensure all children feel safe, secure and happy.
- Provide opportunities and a learning environment where children acquire and develop the social skills needed to prepare them for life.
- Promote an appreciation of the needs of others and respect for property.
- Involve parents in aspects of their child's behaviour.
- Encourage independence and self-discipline so that children learn to accept responsibility for their own behaviour and learning.
- Ensure a clear, consistent approach to behaviour management.
- To build upon the values of the whole school.
- To develop the children's self-esteem and equip children with the necessary skills to form good relationships.

Staff have high, but realistic expectations of behaviour, recognising that children are individuals and develop at different rates. Staff work together to ensure this is achieved by:

- Noticing and praising positive behaviour.
- Reinforcing that it is the behaviour which is unacceptable, not the child. This also applies when praising positive behaviour.
- Staff modelling good behaviour.
- Reinforcing learning about good behaviour, for example through circle times.
- Staff responses are positive where possible.
- Involving children in making and keeping the codes of conduct for the learning environment, indoors and outdoors. These should be displayed and referred to when necessary. These should be reinforced positively, for example rather than saying 'no running indoors' remind the children 'we use walking feet indoors don't we, or we may fall over or bump into someone'.
- Quick, prompt and frequent verbal praise, ensuring that the praise is shared with parents.
- Get down to the child's level and always use a talking voice.
- Give advance warnings of changes in routine e.g. '5 minutes until tidy up time'. Where possible a visual timetable should be used.
- Class behaviour charts – all children begin each day on the rainbow and move onto the sunshine, then wow for positive behaviour. The raincloud and oh dear are used for negative behaviour. When these are used, the child is given opportunities to move back onto the rainbow for positive behaviour.
- Where appropriate, individual behaviour charts are used.

These strategies would be recorded in Provision mapping under 'Wave 1 interventions'.

Whole class strategies which are to be used include:
- A Sunshine/ Cloud system is used in EYFS to help manage children's behaviour and provide visual cues to children. Children's names are placed on the 'sunshine' for wanted behaviour. Exceptional behaviour results in the child's name moving to the 'superstar'. Unwanted behaviour results in the child's name being moved to the rain cloud or lightning "Oh Dear" for the duration of the consequence and/ or session (see table below for guide). At the beginning of every day all the children start back on the rainbow.

The following have been agreed as unwanted behaviour and banded in line with the whole school behaviour policy bands. Unwanted behaviour is logged by staff using CPOMS

Behaviour bands

Behaviour	Behaviour chart	Consequence	Parental links
Band 1 ▪ Name calling • Interrupting adults • Wasting other children's learning opportunities • Being rude • Inadvertently swearing • Makin inappropriate noises • Talking when should be listening • Deliberately destroying others' work	Grey rain cloud, moving to 'Oh dear' if repeated	• Adult explains to child why the behaviour was unacceptable and why the move to the GREY cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development • Child apologises where appropriate Calm down time is used*	Behaviour discussed with parents at teacher's discretion depending on severity/ frequency.
Band 2 • **Persistent repeat of band 1 behaviours** • Spitting on floor • Deliberately swearing • Arguing with adults • Abuse of school or other people's property • Throwing objects in anger • Rudeness to adults • Lying • Persistent refusal to follow instructions	'Oh dear'	• Calm down time* • Part or whole lunchtime break missed as appropriate • Child apologises • Adult explains to child why the behaviour was unacceptable and why the move to the 'Oh dear' cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with with appropriate language adopted according to child's stage of development	Parents spoken to and consequences explained

Band 3 • **Persistent repeat of band 2 behaviours** • Cumulative disruptive behaviour • Vandalism • Spitting at someone • Deliberately hitting, kicking, or hurting another person • Fighting • Swearing at staff or pupils • Racial abuse • Bullying • Running out of class or the building • Biting • Stealing	• 'Oh dear'	• Adult explains to child why the behaviour was unacceptable and why they move to the 'Oh dear' cloud. • Verbal and visual reminder of expected behaviour within class, phrased positively with appropriate language adopted according to child's stage of development • Child is taken to the phase leader • Loss of whole lunchtime break	• Phase leader contacts parents and informs them that a repeat of the behaviour could result in a period of fixed term suspension • Discussions will be held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.
Band 4 • **Persistent repeat of band 3 behaviours** • Violent aggressive behaviour eg throwing furniture, hitting or deliberately harming another child or member of staff • Leaving the school site • Repeated persistent bullying after parental involvement • Stealing school property	N/A	Band 4 behaviours are dealt with in line with the whole school behaviour policy by the Headteacher and Phase leader	• Discussions are held between class teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.
Band 5 • Persistent	N/A	Band 5 behaviours are dealt with in line with the whole school	• Discussions are held between class

repeat of band 4 behaviours • Deliberate and extreme verbal or physical abuse of staff or pupils • Deliberate and consistent abuse of buildings/property		behaviour policy by the Headteacher and Phase leader	teacher and parents to see if the behaviour is typical at home and patterns are found. Strategies for home and school are discussed.

'Calm down time' is used with discretion by the class teacher. The type of 'calm down time' is dependent on the child's stage of development. For some children this mean being redirected to another area of the room, for others it could mean time sitting in a designated quiet area within the classroom.
If children are asked to sit on their own within an area (without activity, the length of time should not exceed a minute for every year of the child's life e.g. a five year old could be expected to sit for 5 minutes maximum.
The aim needs to be to limit disruption to learning, and for adults to maximise opportunities for emphasising the wanted behaviour to the child. Regular use of 'time out' strategies should be avoided, as the positive impact on children's behaviour is limited due to their stage of emotional development.

All unwanted behaviour should be taken seriously. Despite children's developmental stages, wanted behaviour needs to be reinforced.

There may be certain children whose behaviour is treated in an exceptional way, which does not follow this policy exactly. However, clear strategies will be set out within their individual behaviour support plan/ provision mapping and implemented accordingly.

Appendix 3: Anti-bullying Links & Supporting Organisations

Other advice and guidance:
- Keeping children safe in education (statutory guidance for schools and colleges)
- Relationship Education, Relationships and Sex Education and Health Education (statutory guidance for schools)
- Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads September 2021
- Working Together to Safeguard Children (statutory guidance for schools and colleges)
- Suspensions from maintained schools, academies and PRUs (statutory guidance for schools) • Behaviour and Discipline in Schools (advice for schools)
- Children Missing Education (advice for schools) Cyberbullying (advice for schools)
- The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)
- Equality Act 2010 and Public Sector Equality Duty (advice for schools)
- Equality Act 2010 Technical Guidance (advice for further and higher education providers)
- Mental Health and Behaviour in Schools (advice for schools)
- Rise Above (advice by Public Health England for schools)
- Preventing and Tackling Bullying (advice for schools)
- Promoting children and young people's emotional health and wellbeing (advice for schools) Teaching about relationships sex and health (guidance for schools)
- UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people

Other policies & documentation:
- CP policy
- Online policy
- Mobile phone policy

Supporting organisations
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
  - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual